



**STATE OF VERMONT**  
**Department of Education**  
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## **Department of Education Releases Accountability Determinations for Schools**

**MONTPELIER** – The Vermont Department of Education released 2008 school accountability determinations as required by the federal No Child Left Behind Act (NCLBA) today. Results are based on the New England Common Assessment Program (NECAP) assessments given to Vermont public school students in grades three through eight and 11.

A school makes Adequate Yearly Progress (AYP) by meeting targets set by the state as required by NCLBA. These targets increase every three years with the goal of 100 percent proficiency by 2014. A school that does not make AYP for two consecutive years enters the School Improvement process, which requires schools to take specific actions designed to improve student achievement in the area(s) designated as not making AYP. A school that does not make AYP for four consecutive years enters Corrective Action, and the commissioner of education recommends actions specific to that school to the State Board of Education. If an identified school makes AYP two years in a row, they exit the School Improvement process.

A school must demonstrate progress for all students, as well as for students in several sub-groups. AYP determinations are made for sub-groups of students by race, socio-economic status, English language learners and students with disabilities. Schools must have at least 40 students in a given sub-group in order for a decision to be made for that group.

Results show:

- Six schools exited School Improvement.
- Thirty-nine schools, or 13 percent, are now in School Improvement.
- Sixteen of those schools are now in Corrective Action.
- One-hundred sixteen schools, or 38 percent, did not make AYP this year.
- Seventy-nine of those schools did not make AYP for the first time.

The targets for making AYP went up this year, so although some schools showed improvement in student achievement, it may not have been enough growth to make AYP.

“I am pleased with the way many school administrators, teachers and boards are responding to the achievement data of their students,” said Commissioner Richard Cate. “By working to improve student learning they are fulfilling the intended purpose of state and federal accountability requirements.”

Some examples of actions schools are taking that are making a difference for students include:

- revising curriculums to assure that what is being taught are the skills and knowledge included in Vermont's Grade Expectations and, therefore, what is tested on the state assessment;

- closely monitoring student performance to “catch” students early and assure they receive the support they need to succeed;
- expanding those supports, such as making additional help available to high school students during the school day since many students have conflicts after school hours;
- establishing “Freshman Academies” that focus support on ninth-grade students to better ensure their success in high school; and
- teachers coming together to analyze student achievement data, discuss student performance and share teaching strategies.

The NECAP was given to students in grades three through eight and grade 11 in October 2007. This is the third year these exams have been given in the elementary and middle grades, and the first time they were given to students in grade 11.

More information on school and district performance can be found on the department’s Web site at [http://education.vermont.gov/new/html/pgm\\_accountability.html#AYP](http://education.vermont.gov/new/html/pgm_accountability.html#AYP).

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